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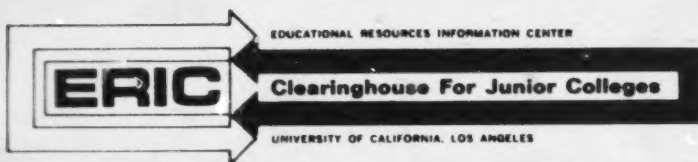
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ABSTRACT

This paper reports the results of a study of two-year college faculty relative to Functional Potential (FP), a personality variable forming the core of a model of the person, which describes the degree to which a person is able to tolerate ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. Subjects of the study were 1,493 two-year college humanities faculty, representing a nationwide sample. Based on responses to specific survey items, respondents were assigned to either high, medium, or low FP groups. Results showed that more people in the high FP group tend to become involved in activities, are more concerned about students and faculty, and are more related. Statistically significant associations were found between the FP groups and Research Orientation, Curriculum/Instruction, University as a Reference Group, Preference for Further Preparation, Concern for Students, and Concern for the Humanities. For a control group of 505 non-humanities faculty, significant associations pertain to FP and Satisfaction, Research Orientation, Curriculum/Instruction, Concern for Students, and Concern for the Humanities. Because of notable differences between high and low FP groups in certain areas, it is felt that the hypothesis of FP as a basic and almost pervasive personality dimension holds clearly. (Author/JDS)

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A NEW APPROACH TO
VIEWING FACULTY**

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A NEW APPROACH TO VIEWING FACULTY

by
Florence B. Brawer

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FUNCTIONAL POTENTIAL:
A NEW APPROACH TO VIEWING FACULTY

Florence B. Brawer

Informal attempts at viewing teachers are undoubtedly as old as teaching itself. Formal attempts are of more recent vintage, and these generally consist of the relationship of certain demographic characteristics to various measures of effectiveness. Less prevalent are studies of higher education faculty members that are based on personality variables. This paper discusses such an attempt. It deals with Functional Potential, a salient characteristic of individual personality, which was developed as an operational approach for assessing people in higher education.

Functional Potential is actually the core of a model of the person, founded in large part on theories of personality, psychodynamic principles of human functioning, and on concepts of ego-psychology. The model is divided into 10 categories, each of which embraces several auxiliary categories: Demographic Variables, Environment, Group Cohesion, Multiphasic Characteristics, Orientations, School Directedness, Significant Others, Unconscious Dynamics, Values, and Functional Potential. This final category in our model of the person represents a non-traditional and somewhat unique way of perceiving people. Apparently a valid way of looking at the individual who has attained that stage of life we call adulthood, it describes the degree to which a person is able to tolerate

ambiguity, delay gratification, exhibit adaptive flexibility, demonstrate goal directedness, relate to self and others, and have a clear sense of personal identity. It offers a picture of the functioning individual in terms of the personal dynamics that are basic to his or her behavior and life-style.

This construct has been used in an assessment of some 1800 freshmen in three diverse but proximate California community colleges--urban, suburban, and rural (Brawer, 1973); in a smaller study, evaluating students in an experimental college that operates within a larger community college (Cohen and Brawer, 1974); and in a project studying 1493 faculty members teaching the humanities in two-year colleges together with 505 non-humanities instructors in these same 156 institutions.

Since Functional Potential seems to represent the most important and central variable within the personality structure, it assumes major emphasis in the structural model sketched here. Actually, it is an aggregate score, arrived at by totalling questionnaire items that represent six fundamental and bi-polar characteristics called Modes. Although these Modes are stated as dichotomous pairs, they do not imply either/or conditions but rather, ends on a continuum. We are here reminded of Jung's (1923) theory of the opposites, which suggests the presence of equally extreme but unconscious traits existing in the individual--each pulling in diametrically opposite directions.

The first of the six Modes, Relatedness/Alloofness, indicates the degree to which an individual invests himself in involvement with others, his sense of belonging, or, at the other end of the continuum, his

feelings of alienation. Identity/Amorphism, the second Mode, describes the sense of certainty about self that is possessed by the respondent. It is equated with feelings of wholeness, sameness, directedness, or², at the opposite pole, diffuseness and uncertainty of direction. Flexibility/Rigidity measures the openness and closedness of belief systems as well as authoritarian-attitudes. It includes both the cognitive and affective manner in which the individual approaches his/her life. Independence/Dependence suggests autonomy, the readiness to act on one's own; while it does not imply separation or alienation from others, it is closely tied to the first of these modal pairs. Progression/Regression assesses one's orientation toward movement and change; it involves such traits as activity/passivity, fluidity/immobilization, and flow/fixedness, and is related to the person's sense of optimism or pessimism. Delay of Gratification/Impulse Expression, our sixth and final bi-modal category, is best seen in mature individuals who have access to their more archaic impulses but are still able to exercise secondary controls when appropriate for the situation encountered.

The Modes are not absolute ideals. The person who is operating best tends toward the first-named pole but demonstrates optimal functioning only when he/she is somewhere between the extremes of each pair. Because the Modes are more meaningful when they are grouped together to represent the wholeness of the person, the scores are added to form a total, on which the subject is then assigned a high, medium, or low Functional Potential status. However, the extent or degree of Functional Potential demonstrated by any one individual is not absolute but rather, both a stage and

a goal. Even in an ideal world, every person would not be able to attain the highest level of Functional Potential possible, but at least he would be operating at his own highest level. And he would be aspiring to higher levels of actualization or individuation.

These ten categories then, with Functional Potential as the core of the model, represent one way of looking at the person. It views each individual in terms of holistic, integrated patterns of dynamics and behaviors, complex but discernible if one really wants to understand them. By using a concept such as Functional Potential as a vehicle for looking at college faculty, we are concerned with characteristics that differ from the attitudinal ones generally employed. And in emphasizing dimensions of ego functioning, we are maximizing strengths rather than weaknesses. Functional Potential seems to be a clinically sound, intuitive, global, and, in terms of administrative ease, feasible method for so looking at this population.

Implementing the Concept

Using this procedure, then, we assume that people reach different levels of development at different times. Within the populations that we have studied fairly intensely--particularly the freshmen at three California community colleges (Brawer, 1973)--some interesting variations appear in terms of developmental levels, attitudes and values, orientations toward life goals, and those characteristics that might be labeled demographic, a diversity that appears to extend beyond the rather narrow confines of the geographic area examined. We have found that while such

quantifiable characteristics as the number of books in the home, hours employed outside school, and schools attended before the tenth grade differentiate types of school populations, Functional Potential cuts across many of the barriers commonly exaggerated and even encouraged by other assessment devices.

At the same time, Functional Potential does relate rather significantly to certain other variables. With the move from low to high Functional Potential, for example, School Directedness scores increased for our student populations, as did scores attributed to the Impact of Significant Others and Group Cohesion. Students who score high on Functional Potential appear more definite in their Orientations, and seem to relate more consistently to the established norm group on the Omnibus Personality Inventory. That is, the higher the Functional Potential scores earned by our students, the closer they are to the norm group on which the OPI was standardized, a group representing students in junior colleges, four-year liberal arts colleges, and universities.

Functional Potential seems to be an especially useful predictor when it comes to the dependent variables, dropout/persistence in school. In most cases, the first year dropouts among our 1800 students tended to be in the low Functional Potential group. Students constituting the high group were less likely to withdraw from one of the three community colleges than were those in either the low or medium group.

And Now the Faculty

So much then for theory and attempts to validate that theory by practical application. For purposes of our own interest in two-year

college faculty, does Functional Potential differentiate among people teaching different disciplines, between humanities and non-humanities instructors? How does it relate to demographic characteristics of people or institutions? to faculty satisfaction and attitudes toward the humanities? These are the types of questions that this paper attempts to answer--all looking at instructors in terms of Functional Potential.

THE STUDY

A 1975 study funded by the National Endowment for the Humanities and conducted by the Center for the Study of Community Colleges sheds light on these questions. A representative sample of faculty teaching in two-year colleges nationwide was drawn and the high response (84%) to an eleven-page survey form, yielded a body of authentic data from which many inferences may be drawn.

The Functional Potential index that was derived from our faculty questionnaire is comprised of 27 items. A respondent's index value is the sum of his/her scores for each of the 27 items. According to the schema, the presence of an indicated value results in no addition to the index sum for that item. This is repeated for each item to make a minimum possible score of 0 and a maximum possible score of 30. Missing data for any item on the list are counted as the condition not being satisfied (e.g. no addition is made for that item).

Functional Potential groups were assigned on the basis of the respondent's total score of those items designated previously as falling into the construct. High, medium, and low status were derived by judging

whether the total score of each respondent fell in the normative range or one standard deviation above (high) or below (low) the mean.

Of the 1493 respondents to the Faculty Survey who were in the humanities sample, 151 or 10% fell into the high Functional Potential group, 1174 or 79% in the middle, and 168 or 11% in the low group. The normal curve distribution within the population sampled pertains, even though this population posed against the possible universe of adults would probably show a marked tendency to higher Functional Potential scores. This is not surprising because people who have shown sufficient ability to delay gratification, have attained college degrees, and are functioning as instructors in college settings would be expected to be operating at higher than average levels of ego development.

Education, Major Fields, and Teaching Disciplines

It is difficult to make accurate comparisons of each disciplinary group since the numbers in our sample are so disparate. The fields having the most instructors can be compared, however. More of the 221 (15%) respondents who teach foreign languages, are in the low Functional Potential group (18%) than in the high (15%) or medium (14%). This is also true of those people who teach literature (28% total; 22% high, 27% medium, and 34% low), philosophy (5% for the total; 4%, 6%, and 6% for high, medium, and low, respectively).

Of those disciplines who have more people in the high Functional Potential group, history has 276 subjects (19%) and a distribution of 21%, 18%, and 17%. Of 95 (6%) subjects, music has 11%, 6%, and 7% and religious studies has 33 (2%) total respondents and 6% high, 2% medium, and 1%

low Functional Potential.

Slight differences only pertain to whether the faculty member had been a student in a community/junior college. Of the 375 (25%) who responded yes to this item, 28% were in the high Functional Potential group, 28% in the medium, and 24% in the low.

Major of highest interest held also differentiates among the respondents. Greater proportions of high Functional Potential people are found with majors in education (215 or 14% total; with group distributions of 13%, 15%, and 11%); history (280 or 19% total; 21%, 19%, and 19%); music (109 or 7%; 12%, 7%, and 8%); psychology (23 or 2%, 5%, 1%, and 2%); religious studies (53 or 4%; 7%, 3%, and 2%); social science (68 or 5%; 6%, 4%, and 4%) and speech/drama (57 or 4%; 6%, 4%, and 4%). Greater proportions of low Functional Potential people are represented by literature (454 or 30%; 27%, 31%, and 30%), albeit the differences are minimal, and philosophy (67 or 5%; 5%, 4%, and 7%).

Degree Plans, Sex, and Age

One of the components of Functional Potential is the tendency to move forward rather than stagnate or regress. Accordingly, it is not surprising that when it comes to degrees toward which the subjects are currently working, of 105 (7%) who stated master's, 6% were in the high, 8% in the medium, and 5% in the low Functional Potential groups. Thirty-one percent of 353 (24% total) working for their doctorate tended to be high in Functional Potential, 24% medium, and 18% low.

Age and Functional Potential shows some peculiar patternings that

are best presented in tabular form.

TABLE 1
FUNCTIONAL POTENTIAL AND AGE (HUMANITIES)

	Total	High	Medium	Low
≤ 25	1%	1%	1%	1%
26-30	12	9	13	12
31-35	20	15	21	23
36-40	16	17	16	17
41-45	13	16	13	12
46-50	14	17	14	10
51-55	10	13	9	8
56-60	8	7	7	9
≥ 61	6	5	6	8

It seems that Functional Potential tends to be age-related. This makes sense in terms of several theories of development, and it would certainly suggest that as one gets older, he/she develops the armamentarium to function in a more integrated fashion. However, in the 61 or older age group there appears to be a decline in the Functional Potential, with the low group having a slight edge over the others.

Sex shows slight differences in terms of Functional Potential, with more females operating in the high group. Of 996 (67%) males, 70% were in high Functional Potential, 65% in medium, and 74% low. The 497 (33%) females followed a pattern of 30%, 35% medium, and 26%.

Ethnic Background and Books

With the 1800 students who were assigned Functional Potential status in our previous three college study, ethnicity did not seem to relate to the construct. With this sample of humanities and non-humanities instructors, the number is too limited to draw many conclusions. There are more Blacks in the medium Functional Potential group, more Mexican-Americans (Chicanos) in the high Functional Potential group. For the non-humanities sample, the numbers of non-Caucasians were too small to draw any conclusions.

The relationship between number of books in the home and Functional Potential is different from books and satisfaction. Indeed, this item seems to be quite independent of other measures. The largest discrepancies were found when it came to 101-200 books (284 or 19% total; 21% high, 19% medium, and 15% low) and over 200 books (572 or 38% total; 37% high, 38% medium, and 43% high).

Experiences

Satisfaction and Functional Potential do seem related, however, when respondents have spent 5-10 years as instructors or administrators in secondary schools. The response percentages were almost identical for high, medium, and low satisfaction (21%, 19%, and 13%) and Functional Potential (21%, 18%, and 13%) groups. Eleven to 20 years also differentiates among the three Functional Potential groups (13%, 9%, and 4%). Three to four years spent as instructors or administrators in four-year colleges or universities also differentiated the three Functional Poten-

tial groups (11%, 8%, and 5%) while differentiation in the reverse order characterized those who had spent 5-10 years at this academic level (9%, 9%, and 13%). Interestingly, though, people who had been faculty members in two-year colleges 11-20 years tended to accentuate the lower Functional Potential group (14%, 17%, and 20%). Of those subjects who said they were currently acting as chairpersons, 19% were in the high Functional Potential group, 15% in the medium group, and 8% in the low group.

Intentions to hire and attitudes toward hiring people with doctorates were mixed. The more interesting responses to those survey items dealing with experience and attitudes toward the doctorate indicated that whereas affirmative plans to hire people with doctorates do not differentiate the Functional Potential groups, the negative is strongly found among high Functional Potential respondents (24% total; 31% high, 24% medium, and 15% low). More people in the high Functional Potential groups than the low, however, note that they would hire the best person regardless of degree, or the best qualified applicant, and that they view doctoral holders as more capable and/or knowledgeable. They would not hire such instructors because of the higher salaries they command. Experience with doctorate degree holders varies, as Table 2 indicates.

TABLE 2
FUNCTIONAL POTENTIAL AND EXPERIENCE WITH
FACULTY HOLDING THE DOCTORATE (HUMANITIES SAMPLE)*

Experience	Total	Functional Potential		
		High	Medium	Low
Fine/excellent/good teachers	24%	38%	22%	23%
Performance same as other teachers	22	24	23	8
No experience with them	15	10	17	----
Good leaders/high professional qualities	10	17	8	23
Good personal qualities	2	3	2	9
Do not know how to teach	7	10	7	----
Unable to relate	7	7	7	----

*Most popular responses selected.

Experience

More low than medium or high Functional Potential subjects had worked less than one year in their current institutions. One to 10 years were indicated for more of the high Functional Potential group but when it comes to 11-20 years, over 13% are in the high Functional Potential group and 17% in the low. More people in the high group spend more hours teaching, and considerably more are full-time faculty members (81% high, 76% medium, and 69% low). Accordingly, the reverse situation applies to the part-timers, with 19% in the high group, 23% in the medium, and 30% in the low. More high Functional Potential people are employed at a job in addition to their teaching duties, although we recognize this may in-

clude both full- and part-time instructors (31% high, 26% medium, and 24% low). The number of hours so employed reveals no pattern among the Functional Potential groups.

Advice Sources

The eight potential sources of advice on teaching are variously related to the three Functional Potential groups. In general, high Functional Potential respondents find all sources "quite useful" more than the low Functional Potential people. More low than high Functional Potentials, however, tend to feel that colleagues and students are "somewhat useful." Because these responses are interesting, they are presented in the following table--both in terms of percentage responses and rank orders, for both the humanities subjects whom we are discussing now and the non-humanities sample with whom we shall be concerned later in this paper.

TABLE 3

RANK ORDER COMPARISONS OF 1493 HUMANITIES AND 505 NON-HUMANITIES SUBJECTS
IN TERMS OF FUNCTIONAL POTENTIAL AND SOURCES OF ADVICE ON TEACHING

	<u>HIGH FUNCTIONAL POTENTIAL</u>				<u>Somewhat Useful</u>			
	<u>Quite Useful</u>		<u>Non-</u>		<u>Somewhat Useful</u>		<u>Non-</u>	
	Humanities	Rank	Humanities	Rank	Humanities	Rank	Humanities	Rank
Department Chairpersons	41%	3*	73%	2	42%	5	19%	8
University Professors	26	5	37	6	52	2	40	5
Colleagues	68	1	76	1	29	8	20	7
High School Teachers	17	6	23	8	40	6	41	4
Students	55	2	59	3	39	7	37	6
Administrators	12	7	34	7	50	3	50	1
Professional Journals	41	3*	53	4	48	4	43	3
Programs of Professional Associations	27	4	46	5	60	1	47	2

	<u>Not Very Useful</u>			
	<u>Humanities</u>		<u>Non-</u>	
	Humanities	Rank	Humanities	Rank
Department Chairpersons	14%	4	1%	7*
University Professors	21	3	17	2
Colleagues	3	8	1	7*
High School Teachers	42	1	30	1
Students	4	7	3	6
Administrators	36	2	14	3
Professional Journals	9	5	4	5
Programs of Professional Associations	11	6	7	4

*Tied Ranking

TABLE 3 (Cont.)

	MEDIUM FUNCTIONAL POTENTIAL							
	Quite Useful		Non-		Somewhat Useful		Non-	
	Humanities	Rank	Humanities	Rank	Humanities	Rank	Humanities	Rank
Department Chairpersons	30%	3	43%	2	39%	7	38%	7
University Professors	21	5	19	6	46	4	54	2
Colleagues	53	1	62	1	39	5	35	8
High School Teachers	11	7	12	8	37	6	47	6
Students	44	2	41	3	47	3	51	4
Administrators	8	8	16	7	33	8	48	5
Professional Journals	24	4	33	4	53	1	54	1
Programs of Professional Associations	18	6	29	5	50	2	53	3

	Not Very Useful			
	Non-			
	Humanities	Rank	Humanities	Rank
Department Chairpersons	28%	5	14%	6
University Professors	28	3	23	3
Colleagues	7	8	2	8
High School Teachers	46	2	36	1
Students	7	7	5	7
Administrators	55	1	33	2
Professional Journals	20	6	11	5
Programs of Professional Associations	28	4	15	4

*Tied Ranking

TABLE 3 (Cont.)

		LOW FUNCTIONAL				POTENTIAL		
		<u>Quite Useful</u>		<u>Non-</u>		<u>Somewhat Useful</u>		<u>Non-</u>
		Humanities	Rank	Humanities	Rank	Humanities	Rank	Humanities
Department Chairpersons	24%	3	13%	4*	36%	5	47%	3*
University Professors	17	4	13	4*	36	4	40	4
Colleagues	41	1	47	1	45	2*	27	6*
High School Teachers	7	6	7	5*	20	6	27	6*
Students	29	2	30	2	48	1	47	3*
Administrators	6	7	---		19	7	53	1
Professional Journals	10	5	27	3	45	2*	37	5
Programs of Professional Associations	5	8	7	5*	39	3	50	2

		<u>Not Very Useful</u>			
		<u>Non-</u>		<u>Humanities</u>	
		Humanities	Rank	Humanities	Rank
Department Chairpersons	33%	6	23%	4	
University Professors	39	4	27	2	
Colleagues	10	8	13	5*	
High School Teachers	62	2	47	1	
Students	16	7	13	5*	
Administrators	67	7	33	3	
Professional Journals	38	5	23	4*	
Programs of Professional Journals	49	3	23	4*	

*Tied Ranking

Journals

The high Functional Potential people tend to read more scholarly and professional journals than do the low. They also subscribe to and/or read more journals of general interest, although this latter type of journal does not discriminate among the Functional Potential group as much as do the two former ones, discipline related and professional education.

Professional Development and Training

When asked if they would like to take further steps toward professional development, differences are notable among the three Functional Potential groups. The item generated a "yes" response from 86% of the total, 95% of the highs, 87% of the mediums, and 69% of the lows. "No's" were recorded by 13% of the total group, 5% of the highs, 12% of the mediums, and 27% of the lows. The actual steps desired are somewhat confusing, more lows opting for enrollment in university courses and more highs selecting a doctorate--the attainment of a Ph.D., Ed.D., or, to a considerably lesser degree, a Doctor of Arts. As for a free summer, while "travel" is still the favored response of more than half the respondents, higher Functional Potential people select workshops, classes or research and taking classes, studying or reading.

As with the satisfaction construct, most respondents--across all three Functional Potential groups--indicate that they would again take the type of training they had previously experienced. More high Functional Potential people than low would study humanities, do more student teaching, take more teaching methods courses, get a higher degree, and

take more psychology and personal development courses.

Future Plans

How people envision their future activities reveals quite a bit about their basic personality structure. High, medium, and low Functional Potential respondents are compared in Table 4 on the basis of their responses to nine potential choices offered in the Faculty Survey. These are also ranked in order of popularity.

TABLE 4
FUNCTIONAL POTENTIAL AND FUTURE PLANS (HUMANITIES)

	VERY ATTRACTIVE			
	Total	High F.P.	Med. F.P.	Low F.P.
Faculty Position at 4-yr. college or university	39% **1	35% 2	40% 1	35% 1
Faculty Position at another community or junior college	21 4	22 3	20 4	23 4
Administrative position in community or junior college	14 5	15 5	14 5	8 6*
Position in a professional organization	6 7	4 6	6 7	5 8
School outside the U.S.	23 3	19 4	23 3	25 3
Any position but this college	4 9	2 8*	4 9	8 6*
Non-teaching/non-academic position	8 6	2 8*	8 6	11 5
Doing what I'm doing now	38 2	53 1	38 2	27 2
Have no idea	5 8	3 7	5 8	7 7

*Tied Ranking

**Number under percent represents rank order in each column.

TABLE 4 (Cont.)

	SOMEWHAT ATTRACTIVE			
	Total	High F.P.	Med. F.P.	Low F.P.
Faculty Position at 4-yr. college or university	36% 4	42% 1	36% 4	31% 2*
Faculty Position at another community or junior college	41 1	35 4	43 1	31 2*
Administrative position in community or junior college	24 6	27 6	25 6*	22 4
Position in a professional organization	25 7	32 5	25 6*	20 1
School outside the U.S.	38 3	39 2	38 3	35 1*
Any position but this college	19 8	15 8	19 7	23 3
Non-teaching/non-academic position	25 5	21 7	25 5	31 2*
Doing what I'm doing now	40 2	36 3	41 2	36 1*
Have no idea	9 9	6 9	9 8	10 6

TABLE 4 (Cont.)

	UNATTRACTIVE			
	Total	High F.P.	Med. F.P.	Low F. P.
Faculty Position at 4-yr. college or university	19% 8	18% 7	19% 6	21% 8
Faculty Position at another community or junior college	32 7	36 5	31 7	34 5
Administrative position in community or junior college	55 4	54 4	55 4	59 2
Position in a professional organization	63 2	58 2	63 2	63 1
School outside the U.S.	33 6	37 6	33 6	26 6
Any position but this college	66 1	70 1*	68 1	51 3
Non-teaching/non-academic position	59 3	70 1*	60 3	43 4
Doing what I'm doing now	14 9	5 8	15 9	20 9
Have no idea	47 5	54 3	50 5	25 7

Notable differences among the three Functional Potential groups are found in envisioning as "somewhat attractive" "any position but this college" and a "non-teaching/non-academic position." "Have no idea," more unattractive for the lower Functional Potential group, is consistent with the notion that Functional Potential measures, among other traits, flexibility. The less flexible and less secure person is less able to tolerate uncertainty than the person who manifests more of these characteristics.

Professional Organizations

Membership in more professional organizations is evident in the high Functional Potential humanities group. While "none" and "one" best represent the low group, two, three, and four memberships are claimed by high Functional Potential respondents (two organizations: 24% total, 27% high, 29% medium, and 23% low); three organizations: 16% total, 21% high, 17% medium, and 6% low; and four organizations: 8% total, 9% high, 8% medium, and 4% low).

For the non-humanities people, more low people attested to membership in none, one, or three and six organizations while more highs were members of two, four and five organizations. Similarly, attendance at regional or national meetings differentiates among the Functional Potential groups, with fewer high people attending no meetings and more attending one through four. The actual percentages here line up as attendance at one meeting: 24% total, 25% high, 25% medium, and 20% low; two meetings: 13% total, 15% high, 13% medium, and 8% low; three meetings: 6% total, 8% high, 6% medium, and 4% low; four meetings: 2% total, 3% high, 2% medium, and 1% low.

Presenting a paper also discriminates, even though the preponderant number of respondents in all three humanities Functional Potential groups answered none to this item (90% total, 83% high, 91% medium, and 94% low). One paper was presented to a professional organization by 8% of all 1493 respondents, 13% high, 8% medium, and 6% low. Presentation of two papers was claimed by 1% of the total, 2% high, 1% medium, and none, low. Three papers were indicated by just 1% total, 1% high, 1% medium, and none, low.

Qualities of Students

The question "How would you rate the qualities that students should gain from a two-year college education?" differentiates only marginally among the three Functional Potential groups. While these differences are slight, they are of interest in that they again suggest tendencies among the same groups, as seen in Table 5.

TABLE 5
STUDENT QUALITIES AND FUNCTIONAL POTENTIAL

	TOTAL		HIGH F.P.	
	Very Important	Less Important	Very Important	Less Important
Knowledge & skills directly applicable to their careers	77%	21%	83%	15%
An understanding and mastery of some academic discipline	64	34	72	27
Preparation for further formal education	80	18	82	17
Self-knowledge and a personal identity	89	9	99	1
Aesthetic awareness	77	21	84	15
Knowledge of and interest in community and world problems	83	15	87	13

TABLE 5 (Cont.)

	MEDIUM F.P.		LOW F.P.	
	Very Important	Less Important	Very Important	Less Important
Knowledge & skills directly applicable to their careers	77%	2%	67%	26%
An understanding and mastery of some academic discipline	63	36	64	29
Preparation for further formal education	81	18	76	16
Self-knowledge and a personal identity	91	8	64	29
Aesthetic awareness	78	21	65	27
Knowledge of and interest in community and world problems	84	15	74	18

Courses for Occupational Students

People ranking high in Functional Potential opt for three or four humanities courses for students who are enrolled in two-year occupational programs (three courses: 13% total, 19% high, 12% medium, and 15% low; four courses: 22% total, 28% high, 23% medium, and 16% low). One, two, five, or six or more courses do not differentiate among the Functional Potential groups. Interestingly, though, considerably more low (14%) than medium (5%) or high (3%) Functional Potential respondents hold no opinion regarding humanities course offerings to this occupational population.

Non-Course Presentations

Five possible choices were offered in the Faculty Survey to the item, "The humanities can be offered through other than course-related presentations. Do you think there are too few, sufficient, or too many of

these activities open to students at your college?" Only one of these five--colloquiums and seminars--seemed to notably differentiate among Functional Potential groups. The preponderant number of high (75%) and medium (70%) Functional Potential people indicated that too few such offerings were available, as compared with 57% of the low Functional Potential subjects. At the same time, all three groups noted that four of the five possible choices were too few, the exception being films. Fifty-five percent of the high, 46% medium, and 38% low suggested that film offerings were sufficient.

Experiencing the Humanities

Somewhat more variation among Functional Potential groups is found in free responses to the question, "How do you experience the humanities other than through your teaching?". These results are presented in tabular form since the trends may be more easily discerned in this manner.

TABLE 6
FUNCTIONAL POTENTIAL AND NON-TEACHING HUMANITIES EXPERIENCES
(HUMANITIES)

	FUNCTIONAL		POTENTIAL	
	Total	High	Medium	Low
Visit art museums, shows, exhibits, concerts, theatre, films	59%	58%	61%	45%
Read	50	46	52	40
Records/TV/Radio	21	15	22	17
Attend classes/lectures/ seminars	19	21	20	10
Participate in theatre groups, fine arts/opera	16	14	16	13
Everyday experiences	16	24	15	11
Talk with peers, associates	15	18	15	10
Travel	14	14	15	9
Community service/church work	10	9	10	7
Others & No Answer	12	7	11	31

Changes

By far the greatest change noted by all respondents in terms of their college's humanities offerings over the past seven years was in terms of added/improved humanities courses. Thirty-three percent of the high Functional Potential people indicated such a change, as compared with 30% of the medium and 17% of the low. With some slight variations, these results approximate those of the satisfaction groups, as do the other choices noted by respondents. Considerably more high than low Functional Potential respondents indicate that their colleges have integrated humani-

ties into interdisciplinary courses, improved facilities and materials, improved teaching techniques, added more extra-curricular courses, and noted more student interest in courses. Conversely, more low than high Functional Potential subjects indicated that there were fewer humanities courses on their campuses, that humanities had been deemphasized, or that there was little or no change.

As for changes that the humanities faculty would like to see effected, a sizeable number of high Functional Potential people indicated a preference for added or improved humanities courses, more emphasis on individual development and seminars, improved teaching techniques, more student interest in courses, and greater respect for the humanities.

Cohesion

One of the items comprising the Functional Potential index is a projective technique that was developed to measure relatedness/alienation. Since the well functioning individual is able to relate to both self and others, one would expect that high Functional Potential and high cohesion correlate highly--and our data bear out this internal consistency. Perhaps of even greater interest is the fact that so many low Functional Potential people failed to answer this question. Of the seven reference groups indicated, more than half of the 168 people falling into the low Functional Potential group declined to respond to this item. The following table (7) presents the pro- and anti-cohesion scores for the total population as well as for the three Functional Potential groups.

TABLE 7
FUNCTIONAL POTENTIAL AND GROUP COHESION (HUMANITIES)

	Other Instructors in My Field				Most Instructors at this School			
	Total	High	Med.	Low	Total	High	Med.	Low
Pro-Cohesion	75%	97%	79%	27%	68%	97%	71%	26%
Anti-Cohesion	15	3	16	21	22	3	24	21
No Answer	10	---	6	52	10	1	5	52

	My Family				My Group of Friends			
	Total	High	Med.	Low	Total	High	Med.	Low
Pro-Cohesion	78%	97%	83%	29%	84%	99%	90%	33%
Anti-Cohesion	12	3	12	17	6	0	6	14
No Answer	10	1	6	54	10	1	5	55

	Teacher Organizations				My Students			
	Total	High	Med.	Low	Total	High	Med.	Low
Pro-Cohesion	43%	72%	45%	8%	54%	86%	55%	18%
Anti-Cohesion	43	26	46	38	36	13	40	29
No Answer	14	3	10	54	10	1	5	53

	College Administrators			
	Total	High	Med.	Low
Pro-Cohesion	37%	80%	37%	8%
Anti-Cohesion	52	20	58	39
No Answer	10	0	6	53

Functional Potential and College Characteristics

Whether a college is public or private bears no relationship to Functional Potential among its faculty, nor does its emphasis as comprehensive, vocational/technical, or liberal arts or its organization as a single campus, multi-campus, or two-year division of a four-year college. (This is consistent with findings from the Freshman Survey, in which people varied--but differences cut across the three types of institutions --urban, suburban, and rural). Some slight relationships pertain, however, to the schools' age. In the newer colleges (1970-1975) more people were in the high Functional Potential group (11%) than in the medium (10%) or the low (9%). In institutions beginning their operation from 1960 to 1969, 44% of the faculty were in the high Functional Potential group, 46% in the medium, and 42% in the low, and in the older schools (operating since 1959 or earlier) the distribution in Functional Potential was 44% high, 45% medium, and 49% low.

Size of school also bears some rather haphazard relationships to Functional Potential. People high in Functional Potential tend to be in schools with students ranging from 1-499, 1500-2499, and 7500-9999. The latter size differentiates among Functional Potential groups markedly--with the total representing 11% of the 1493 respondents, 13% falling in the high Functional Potential group, 11% in the medium, and 4% in the low. Lower Functional Potential respondents seem to be functioning in schools with 2500-4999, 10,000-14,999, and over 15,000 students, again a no-trend distribution.

Chairpersons and Functional Potential

In both the humanities and non-humanities population, the percent of people high in Functional Potential is markedly greater for the chairpersons. If involvement in one's work is a mark of the mature person, then this is to be expected. Interestingly, though, chairpersons who are not in the humanities were represented to a greater extent in the high Functional Potential group than those chairpersons who were in the humanities. For the medium Functional Potential group, the reverse is true, as Table 8 indicates.

TABLE 8
FUNCTIONAL POTENTIAL AND HUMANITIES/NON-HUMANITIES POPULATION

Functional Potential Index Rank	HUMANITIES			NON-HUMANITIES		
	Total (1493)	Chair- persons (223)	Not Chair- persons (1250)	Total (505)	Chair- persons (358)	Not Chair- persons (138)
High	10%	13%	10%	14%	17%	7%
Medium	79	81	78	80	79	83
Low	11	6	12	6	4	10

Since the humanities chairperson tends to be slightly younger on average than the non-humanities chairperson, the observed relationship may be due in part to the age difference.

FUNCTIONAL POTENTIAL AND NON-HUMANITIES FACULTY

The non-humanities faculty who comprise our control sample included a total of 505 persons. Of these, 70 or 14% fall into the high Functional Potential group, 405 or 80% in the medium, and 30 or 6% in the low. Thus the distribution is skewed slightly to the left, with an extremely large bulk of the population clustering in the center. This differs somewhat from the distribution among humanities faculty where slightly more people were in the high than low Functional Potential group. In this sample, the medium group was smaller, too (79% falling into the middle Functional Potential range whereas for the non-humanities sample, 80% fell into this range). The differences, of course, are slight but the tendencies are interesting. At the same time, we must consider that the non-humanities population was primarily composed of chairpersons (358 or 71%).

Teaching Field, Previous Junior College Student, Graduate Degrees, Degrees, and Sex

The largest bulk of this non-humanities population teaches business, 16% of the 505 instructors involved. Of these, 23% fall into the high Functional Potential group, 15% in the medium, and 17% in the low. In industrial arts, the next most highly represented field (12%), the trend was reversed--with 10% falling into the high Functional Potential range, 12% in the medium, and 13% in the low. Life science (10% of the total 505) is exactly evenly distributed among the three Functional Potential groups,

while mathematics people bulk in the middle (4% high, 10% medium, and 3% low). However, marked differences are found among nursing and physical education faculty--albeit differences moving in opposite directions. Of the 7% of the total who comprise the nursing population, 13% are in the high Functional Potential group, 6% in the medium, and 3% in the low. Conversely, among physical education instructors, 7% fall in the high Functional Potential group, and 10% each in the medium and low groups. Trends similar to this latter one are seen among psychology instructors (3% high, 3% medium, and 7% low) and social science faculty who were not in the humanities (e.g., physical anthropology would be defined as a non-humanities social science).

Twenty-eight percent of the non-humanities respondents teaching in our junior/community colleges had themselves been students in such institutions. Of these, 21% fall in the high Functional Potential group, 29% in the medium, and 30% in the low.

As for major of highest degree held, education accounted for the largest number of respondents (31%). Of these 34% were in the high, 32% medium, and 17% low Functional Potential groups. The next largest group, business (15%) had 19%, 14%, and 10% in the three Functional Potential groups, high to low. Physical sciences, with 12% of the population, claimed 13% in the high group and 7% in the low, while the direction was changed with the life sciences (11%), with the distribution being 9%, 11%, and 13%. Among mathematics participants (10%), 10% were in the high Functional Potential group, 10% medium, and 7% low.

When it comes to the degree toward which the respondents were

working, there was a marked differentiation in representation of the Functional Potential groups. Of the 16% who said they were working toward a doctorate, 19% were in the high, 17% in the medium, and 3% in the low range.

Functional Potential does not seem to be related to sex. Even though a few more males are in the low Functional Potential group (71% high and 73% low) and a few more females in the high group (29% high, 27% low) the numbers are too small to carry much meaning. And while differences do pertain to certain age levels, the pattern is sketchy. Greater numbers of people in the low Functional Potential group are in ages 31-35 and 56-60, while age ranges 36-39, 41-45, and 46-50 find more people in the high Functional Potential category.

Books in the Home

Similar non-trend differences are found regarding the number of books in the homes in which respondents grew up. The table below attests to this sketchiness.

TABLE 9
FUNCTIONAL POTENTIAL AND BOOKS IN HOME (NON-HUMANITIES)

	FUNCTIONAL POTENTIAL			
	Total	High	Medium	Low
1-10	9%	4%	9%	17%
11-25	16	13	17	3
26-100	34	36	34	37
101-200	18	16	18	23
Over 200	23	30	22	17
N/A	1	1	1	3

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Experience

Years spent in a secondary school and Functional Potential again show a slight but not definitive differentiation. People high in Functional Potential have spent 1-2, 3-4, 5-10, or 11-20 years acting as either an administrator or instructor at this level of education, whereas low Functional Potential people are better represented in the none or over 20 years category.

Slightly more high Functional Potential people have spent 5-10 or 11-20 years working in a four-year college or university. Less than one year or three-fourths years account for more people in the low Functional Potential group. Time spent as a faculty member in a two-year college finds more high than low Functional Potential people in the years ranging from 1-2, 3-4, and 11-20.

Because of the way the non-humanities sample was drawn (with an eye to selecting chairpeople), we of course expect that the question regarding current status as a chairperson is strongly in favor of people holding that position. Indeed, of the 505 people in the non-humanities sample, 358 were chairpersons. Of this 71% total, 84% were in the high Functional Potential group, 70% in the medium, and 50% in the low. Of the 138 (27%) who were not chairpersons, the reverse trend pertains, with 14% being in the high Functional Potential group, 28% in the medium, and 47% in the low.

Interestingly, hours spent in teaching seems related to Functional Potential for this population. More people in the high group spent 4-6 hours or less in actual classroom teaching while more in the low group teach 10-12 or 13-15 hours. When it

comes to 16-18 hours, again we have more high Functional Potential people represented.

Full-Time Status, Outside Employment

Most all (94%) respondents in the non-humanities group are employed full-time, and only 14% are employed at a job in addition to their teaching. Of these few, the people who are working only 1-10 hours seem to be higher in Functional Potential.

Advice Sources

Earlier in this paper (Table 3) humanities and non-humanities people were compared with regard to their ratings of various reference groups as sources of advice on teaching. This comparison will not be duplicated here, but a few tendencies will be briefly noted. The most obvious finding is that more people in the high Functional Potential group consistently rank all 8 possible reference sources as quite useful. This suggests an openness and readiness to accept what others might have to offer, versus a lack of acceptance ("Not very useful") as evidenced by the low Functional Potential respondents. Here we find the reverse situation; with, again, all eight possible groups seen by more low Functional Potential people as "Not very useful." The low Functional Potential people are also those who more often decline to answer this item, and this to a marked extent.

Journals

Because high Functional Potential people seem to be more involved in activities, it is not surprising that the number of journals they indi-

cate reading relates to the three Functional Potential groups. These differences are really very marked, as the following table illustrates.

TABLE 10
FUNCTIONAL POTENTIAL AND JOURNALS READ

Number	Discipline Related Journals				Professional Education Journals			
	Total	High F.P.	Med. F.P.	Low F.P.	Total	High F.P.	Med. F.P.	Low F.P.
None	24%	14%	24%	47%	55%	49%	54%	70%
One	16	17	16	3	24	14	26	17
Two	18	20	18	23	13	21	12	10
Three	15	21	13	17	7	14	5	3
Four	14	10	15	7	1	1	1	---
Five	8	11	8	---	1	---	1	---
Six	4	3	4	3	---	---	---	---
Seven or more	2	3	3	---	---	---	---	---

Number	General Interest Journals			
	Total	High F.P.	Med. F.P.	Low F.P.
None	70%	63%	71%	80%
One	15	20	15	13
Two	10	14	9	7
Three	3	3	3	---
Four	1	---	1	---
Five	1	---	1	---
Six	<1	---	<1	---
Seven or more	---	---	---	---

Retraining

Similarly, an affirmative response by the high Functional Potential people is expected to the question, "Would you like to take steps toward professional development in the next five years?". Our figures support this anticipation--97% of the high Functional Potential people so responded, 84% of the medium, and 40% of the low. The types of activities selected, however, vary rather surprisingly--and are often inconsistent with responses to the same item from the humanities people. For example, "Enroll in courses in a university" and "Get a Ph.D. or Ed.D." were selected by more low than high Functional Potential people, while 6% of the highs, 4% of the mediums, and no low Functional Potential people chose to "Get a Doctor of Arts degree." "Enroll in in-service courses at your college" was selected by 16% of the high Functional Potential group, 20% of the medium, and none of the low.

The activities-involvement hypothesis posed earlier is, however, supported by free-responses to the inquiry, "If you had a free summer, what would you do with it?". More high than low Functional Potential people wanted to travel; meet classes, do research, or engage in workshops; take classes, study and/or read; write for publication; and work on advanced degree.

To the open-ended question which asked "What type of training would you seek before teaching if you were to begin all over again?", more high than low Functional Potential people replied, "Do the same/change nothing," "Do more student teaching," "Take more teaching methods courses," "Get a higher degree," and "Study humanities" (remember this is a non-humanities

population).

The Future

Another dimension of Functional Potential is the ability to plan ahead in a realistic manner. At the same time, the high Functional Potential person is flexible and able to entertain some uncertainty. This is verified by the higher number of low Functional Potential people who persistently do not respond to the item requesting present attitudes toward possible future work. Beyond this response--for all nine possible areas of concern--we find no consistent patterning. Considerably more high than low Functional Potential people find "Very attractive" such possibilities as a faculty position at a four-year college or university or at another community/junior college, an administrative position in a community/junior college, a position in a professional association, a school outside the United States or doing what they are currently doing. On the other hand, "Somewhat attractive" is indicated by more high than low Functional Potential people to a faculty position in either type of institution, as is a school outside the United States, a non-teaching/non-academic position, and doing what they are currently doing. An administrative position in a community or junior college, a position in a professional organization and "Doing what I'm doing now" were chosen as unattractive by more low than high Functional Potential respondents.

Professional Organizations

In accord with our activities hypothesis, more low than high Functional Potential people should not belong to professional associations and

do not attend meetings and/or deliver papers. This is borne out by our data. Whereas 20% of the high and 20% of the medium Functional Potential people attest to no membership in a professional organization, 33% of the low group so respond. To "Attended a regional or national meeting in the past three years," 43% of the high, 44% of the medium, and 67% of the low people respond in the negative, while no papers were presented by 83% of the high Functional Potential respondents, 88% of the medium, and 97% of the low. The actual number of activities are scattered.

Student Qualities

Of the 1493 humanities respondents, by far the larger percent of high Functional Potential considered as very important all six posed alternatives for students. Except for the choice "Preparation for further formal education," (which was selected by 87% of the lows as opposed to 76% of the highs) this also applies to the non-humanities sample. As expected, then, the reverse holds, with more lows than highs selecting this alternative as less important.

Course Offerings

With one exception (five courses) the number of humanities courses that respondents thought occupational students should take was always greater for the high Functional Potential group, with more highs than lows suggesting 1 to 4 and 6 or more courses as desirable. And when asked whether there are too few, sufficient, or too many non-course offerings in the humanities, more high than low Functional Potential people responded "too few" to all five choices--colloquiums and seminars, lectures, exhibits,

concerts and recitals, and films. More lows than highs found these offerings to be "too many," but interestingly, more highs than lows also feel lectures, exhibits, concerts and recitals, and films were sufficient. This picture is confounded by the goodly percent (ranging from 17 to 27) of the low Functional Potential responders who declined to answer.

More high than low Functional Potential people indicated in their free responses that they visited art museums and exhibits and attended shows, concerts, theatre, and films; attended classes, lectures, seminars; and traveled. Records, TV/radio, talking with peers and associates, community service and church work, participation in theatre groups/fine arts/opera were indicated by more low Functional Potential respondents.

When it comes to changes that have taken place in humanities instruction at their schools, or changes that respondents would like to see effected, it is not surprising that the preponderant response is a non-response. Of the 505 people who comprise the non-humanities sample, 250 or 50% did not answer the question about changes expected. In other words, almost half did not seem to know what was going on in the humanities, probably most understandable in large rather than small schools. Add/improved humanities courses was the only item noted to any extent, and here 23% of the high Functional Potential people, 23% of the medium, and 17% of the low group so replied. In terms of desired future changes, 269 people (53%) declined to answer. Added/improved humanities courses were indicated by 17% of the high, 17% medium, and 13% low Functional Potential groups. More extra-curricular courses were indicated by 14% high, 7% medium, and 3% low Functional Potential populations, while a reverse

tendency was seen by those suggesting "More emphasis on individual development, seminars"--6% each for the high and medium groups and 10% for the low.

Group Cohesion

As with the humanities population, Group Cohesion differentiates rather clearly the three Functional Potential groups. It also enforces the "No answer" notion we have seen elsewhere among low Functional Potential people, although in relation to no reference group is the "No answer" category as large as it is for the humanities instructors--who range from 52% to 55% failing to respond.

TABLE 11
FUNCTIONAL POTENTIAL AND GROUP COHESION (NON-HUMANITIES)

	Other Instructors in My Field				Most Instructors at this School			
	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	83%	97%	83%	50%	77%	93%	78%	33%
Anti-cohesion	10	1	11	13	17	7	18	33
No Answer	7	1	6	37	6	---	4	33

	My Family				My Group of Friends			
	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	77%	91%	77%	40%	88%	97%	89%	50%
Anti-cohesion	17	7	18	23	5	1	6	10
No Answer	6	1	5	37	7	1	5	40

TABLE 11 (Cont.)

	Teacher Organizations				My Students			
	Total	High	Med.	Low	Total	High	Med.	Low
Pro-cohesion	48%	72%	46%	20%	53%	84%	50%	23%
Anti-cohesion	44	29	47	40	42	16	46	43
No Answer	8	---	7	40	6	---	4	33

	College Administrators			
	Total	High	Med.	Low
Pro-cohesion	61%	90%	59%	17%
Anti-cohesion	32	9	35	50
No Answer	7	1	6	33

School Characteristics

Just as institutional control (public or private) or institutional emphasis (comprehensive/vocational/technical, or liberal arts) did not differentiate among the three Functional Potential humanities groups, they do not differentiate here with our non-humanities people. Some differences do pertain here to age of school, however, as they do for the humanities subjects--albeit in varying direction. The people who were in the low Functional Potential group seemed to be functioning in schools built before 1960. In the newer schools (1970-1975), a greater proportion of high Functional Potential people were found, although percentages here were considerably smaller.

When it comes to size of school, we find a most scattered profile, and one without any definite patterning. More high than low Functional Potential respondents are operating in schools with students ranging from 1-499, 1500-2499, 5000-7499, and 15,000 and larger; more lows than highs

pertain to the remaining size ranges.

A slightly greater percent of high Functional Potential people are found in the single campus schools, and a larger percent of lows in the multi-campus institutions. Two-year divisions of four-year colleges have almost the same figures.

Further Relationships

So much, then, for our study of two-year college faculty and Functional Potential. From the data reported here we find that more people in the high Functional Potential group tend to become involved in activities, are more concerned about students and faculty, and seem to be more related. People lower in Functional Potential tend not to respond more often than their counterparts in the higher groups, are less related, and generally less committed. At the same time, they are interested in further training and professional development.

Because of the notable differences demonstrated here, we feel very strongly that our hypothesis of Functional Potential as a basic and almost pervasive personality dimension holds very clearly. It seems to suggest a valid way to assess people in ways beyond those of the usual demographic reports. As far as its relationship to other constructs employed in this national study of faculty in two-year colleges, we have some interesting data. For example, for the humanities sample, statistically significant associations (at the $>.001$ level) pertain to the Functional Potential groups and all the following constructs: Research Orientation, Curriculum and Instruction, University as Reference Group,

Preference for Further Preparation, Concern for Students, and Concern with the Humanities. For the non-humanities group statistically significant associations (again at the $>.001$ level) pertain to Functional Potential and Satisfaction, Research Orientation, Curriculum/Instruction, Concern for Students, and Concern with the Humanities. Once more, our view of Functional Potential as a basic and important dimension of human functioning seems to be upheld.

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